

NCLB Committee of Practitioners

Roosevelt Elementary School District
6000 S. 7th Street
Phoenix, AZ

September 16, 2005

Meeting Minutes

Attendees:

COP Members:

Joe O'Reilly - Co-Chair	Cecilia Frakes	Rebecca McClenning
Mary McIntyre - Co-Chair	Timothy Frey	Lynn Monson
Karen Burns Copley	Connie Heath	Ron Neil
Harriet Caruso	Mary Ann Hendrickson	Patricia Osborne
Steve Chambers	Maureen Irr	Ann Peschka
Kaye Dean	Lidell Jacobson	Jacquelyn Power
Linda Denno	Lucille Lang	Lynn Thompson
Sherry Dorathy	Jean Lewis	Barbara U'Ren
Shelly Duran	Norma Malamud	Deone Wiley
Tonya Ford	Patricia Marsh	Charlotte Wing

ADE:

Debbie Francis
Nancy Konitzer
Tee Lambert
Karen Butterfield
Dale Parcell
Tommie Miel

Guests:

Denise Blake
Daryl Heinitz
Carrie Larson

WELCOME AND INTRODUCTIONS

Norma Malamud and Joe O'Reilly opened the meeting at 9:15 am. Norma welcomed everyone, and had members introduce themselves. Nancy Konitzer thanked Harriet Caruso for having Career Success Schools host the June COP meeting.

ELECTION OF OFFICERS

Joe O'Reilly opened the floor for nominations for COP Co-Chair position. Mary McIntyre and Tim Frye were nominated. Mary McIntyre won the election and came forward to assume her new position. COP thanked Norma for the time she served as the COP Co-Chair for the past two years.

MEMBERSHIP

A member was recently elected as a Charter School Representative, who represents a "for-profit" charter school which does not receive Title I funds. Nancy posed the question to the committee "Should a representative from a for-profit charter that does not receive Title I funds hold a position on COP?" Discussion was held and motion was made to allow the representative from a "for-profit" charter to stay on COP. The motion passed.

There are vacancies due to members' resignations, retirements or members who had changed or left their positions with no forwarding contact information. Membership Sub-committee chair Steve Chambers mentioned that during the last election they had received many applications and that the Membership Sub-committee could go back and review those applications to find candidates to fill the

vacancies. A motion was made that the Membership sub-committee review the applications to find candidates to fill the vacancies. Motion passed.

2005-2006 MEETING LOCATIONS

The January 27th meeting was changed to January 20th due to a conflict with the National Meeting. Members were asked to volunteer to host future COP meetings. It was agreed that:

January 20, 2006	will be at Blackwater Community School
March 31, 2006	will be at Cottonwood-Oak Creek Elementary District
May 19, 2006	will be at Paradise Valley Unified School District

Thanks to Jacquelyn Power, Patricia Osborne and Mary McIntyre for volunteering to host the COP meetings at their sites.

APPROVAL OF THE MAY and JUNE MINUTES

The minutes were tabled until the next meeting. It was requested that the minutes be sent to members earlier to have time to read them before the meeting. Joe recapped the duties of COP and discussed the survey results from the survey he sent out in May. It was suggested that the copy of the survey results be again mailed to members.

STATE TUTORING

ADE program specialist Debby Francis came to update members of the State Tutoring program. High school students and schools who receive Underperforming or Failing Profiles under AZLEARNs '06 may participate in the State Tutoring program. High school students who have failed to pass one or more portions of the AIMS test in order to graduate from high school or students attending an Underperforming or Failing school are eligible for tutoring. Also each high school junior or senior who has taken but not yet passed all three portions of the AIMS test will receive a personalized Study Guide. ADE is working to have the application process be web based in the near future. For more information you can go to <http://www.ade.az.gov/StateTutoring> or contact Debby at dfranci@ade.az.gov.

DISTINGUISHED SCHOOLS

Nancy went over the timeline for the 2005-2006 Title I Distinguished School Awards. Sherry Barclay, ADE's NCLB Plans & Systems Manager will be working with a COP sub-committee to review the applications and conduct on-site visits. In the past we have had schools eligible for Category 1 - *Schools That Have Exhibited Exceptional Student Performance for Two or More Consecutive Years*, but not for Category 2 - *Schools That Have Made The Most Progress in Significantly Closing the Achievement Gap*. ADE is hoping to get schools for both categories this year.

The names of schools nominated for Arizona's 2005-2006 Title I Distinguished Schools need to be sent to National Association of State Title I Directors (NASTID) by October 14, 2005. NASTID wants to announce the list of all Title I Distinguished Schools the week of November 14, 2005 during National Education Week.

ED MONITORING FINDINGS

Nancy received the federal monitoring first response the 5th of August. Nancy is preparing responses to their findings.

- **Homeless** – There needs to be a closer monitoring of the McKinney-Vento funds and ensure that LEAs are indicating mandatory set asides of Title I funds for homeless education.
- **Even Start** – The findings were more procedural in nature. The monitoring team indicated that there needed to be some additions to the application and monitoring process.

- **Title ID** – This grant will now be a competitive grant. LEAs apply for Title I-D funds to support drop-out prevention, gang and drug prevention and transition programs for at risk students. The grant will be funded for a 2-3 year period. The major revamp of the program is the result of the Title I D findings.
- **Title I** – The federal monitoring was very similar to the monitoring ADE does with the LEAs. There were findings in the timeliness of the state level Report Card, the need for additional documentation in the program area, and fiduciary issues where ADE needs to do a better job of monitoring to ensure LEAs are itemizing the required set asides for Title I. There have been changes in the application process in the area of set asides as a result of the findings.
- **Accountability** – This an area with major findings with the appeals process for ELL students. ADE is still negotiating on how to resolve it. The federal findings state that Arizona may not continue to allow LEAs to blanket appeal all the ELL students in their first 3 years of testing. There had been a verbal exception for exempting ELL students, but the new staff at the federal level is saying that Arizona must comply.

NCLB REAUTHORIZATION

Nancy presented a handout that is a draft on the NASTID position on the reauthorization. Nancy asked for COP members to provide input and Nancy, as the Arizona State Director, will carry forward the input to NASTID. The final NASTID position will be presented in January at the national meeting.

INTRODUCTION OF ADE'S NEW ASSOCIATE SUPERINTENDENT

Nancy introduced Dr. Karen Butterfield, the newly appointed Associate Superintendent for Academic Achievement. Dr. Butterfield was the former ADE Deputy Associate Superintendent for Innovative and Exemplary Programs. Dr. Butterfield spoke about the Arizona High School Renewal and Improvement (AZHSRI) Summit that was held September 11 & 12, 2005. There will be an AZHSRI Focus Group that will be held October 14-19, 2005 in Prescott. Dr. Butterfield encouraged members to participate.

SCHOOL AND LEA IMPROVEMENT

Nancy introduced Dale Parcell, Deputy Associate Superintendent of School Improvement, and Tommie Miel, Deputy Associate Superintendent of State Intervention Section. Tommie shared with members ADE's Guiding Principles for School Support. Reviewing the handout she explained that these principles are the first step to blending the dual accountability systems of NCLB and AZLEARNS. Tommie discussed the collaboration between the Academic Achievement and School Effectiveness Divisions that have specific responsibilities to implement the State System of School Support.

Dale went into detail explaining the hand out on Title I School/District Improvement – State System of Support. He reviewed what is expected of schools at each level of School Improvement, how ADE will provide support, how ADE will hold schools accountable and what ADE Division will be available as resources to the schools.

Dale informed members that there are 272 schools in School Improvement:

- 117 are in Warning Year,
- 58 are in Year I,
- 43 are in Year 2,
- 30 are in Year 3 – Corrective Action,
- 20 are in Year 4 – Plan to Restructure and
- 4 are in Year 5 – Implementing Restructuring Plan

Dale explained that ADE will no longer maintain a list of external facilitators. Schools may use an external facilitator but it will no longer be a required component. The goal is to give schools more flexibility. Schools can build partnerships focused on working towards improving their student achievement and not being limited to only using an External Facilitator.

NCLB APPEAL PROCESS

Nancy Konitzer participated this year in the NCLB Appeal Process. The committee, with representatives from LEAs, a representative from Charter School Board and ADE staff, worked on the Substantive Appeals. Nancy reviewed the handout that outlines the Substantive Appeals Process. She explained that the committee used an appeals rubric and based their decisions on the following criteria:

- Is the circumstance that affected the school outside the school's control?
- Does the special circumstance actually have an impact on the performance?
- Is this problem one that is recurring and likely to happen in the future?
- Is the problem eligible for appeal?

The committee then worked towards to their decision by coming to consensus. The committee focused on maintaining consistency on decisions from one school to another.

COMMITTEE SELECTION

Co-chairs Joe O'Reilly and Mary McIntyre facilitated the discussion on COP Sub-Committee activities. Members shared ideas that they would like to look at:

- | | |
|---------------------------------------|---|
| ◆ NCLB Reauthorization | ◆ Simplify Procedure for LEA/Schools |
| ◆ Feedback to and from Superintendent | ◆ Real role of COP – a clearer definition |
| ◆ Accountability | ◆ LEA Improvement year 3 |
| ◆ Appeals/SPED | ◆ ELLs |
| ◆ AMOs | ◆ Data Input |

An idea was presented that COP should focus on one issue this year and then break down into sub-committees. It was decided that the major issue is **Accountability** which covers:

- | | |
|--------------------------|---------------|
| ◆ Assessment | ◆ Appeals |
| ◆ ELLs | ◆ SPED |
| ◆ AMOs | ◆ Data Input |
| ◆ LEA improvement year 3 | ◆ ADE Support |

It was decided that at the next meeting members will decide what sub-committees should be created to address the issues focused on Accountability. Joe then asked for members to join the sub-committees for Distinguished Schools and Membership.

Members who signed up for Distinguished Schools Sub-Committee:

- Charlotte Wing
- Maureen Irr
- Mary McIntyre
- Norma Malamud
- Jean Lewis

Members who signed up for Membership Sub-Committee:

- Steve Chambers
- Patricia Marsh
- Jacquelyn Power
- Sherry Dorathy
- Lidell Jacobson

Co-Chairs Joe O'Reilly and Mary McIntyre asked new members to stay for a brief orientation meeting for new members after the meeting. Meeting was adjourned at 2:30 p.m.

NCLB

Committee of Practitioners

2005 10th Annual Mega Conference
Carefree Resort & Villas
37220 Mule Train Road
Carefree, AZ 85377

November 16, 2005

Meeting Minutes

Attendees:

COP Members:

Mary McIntyre - Co-Chair
Joe O'Reilly - Co-Chair
Harriet Caruso
Steve Chambers
Karen Burns Copley
Shelley Duran
Timothy Frey
Connie Health
Mary Ann Hendrickson
Maureen Irr
Eugene Kirk
Edie Petersen Knell
Lucille Lang
Jean Lewis
Leticia Lujan
Rebecca McClenning
Norma Malamud
Patricia Marsh
Julie Thayer
Bara U'Ren
Charlotte Wing

New Members:

Linda Denno
Cecilia Frakes
Lidell Jacobson
Wendy Miller
Wendy Ong
Deone Wiley

ADE:

Nancy Konitzer
Tee Lambert
Kim Strehlow
Terry Smith
Jim Lovett
Diane Sotelo
Joe Alvarado
Sherry Barclay

Guests:

Daryl Heinitz
Carrie Larson
Marlene Miller
Kent Power
Rick Oyston
Jill White
Minerva Jemia
Kong
Teresa Kennedy
Chris Bejarano
Francis
Hendrickson
Marianne Brooks
Edna Morris
Lynn Strizich

WELCOME AND INTRODUCTIONS

Nancy Konitzer introduced Mary McIntyre as the new Co-Chair. Mary opened the meeting at 4:45 PM. She asked Norma Malamud to share an important announcement with the Committee. Norma reported that Kay Dean's daughter was involved in a terrible accident and her condition is very serious. A card was passed around for everyone to sign. Mary thanked Norma for sharing this information with the Committee.

Mary then welcomed everyone, and reminded them to sign in. She asked everyone to introduce themselves. Nancy introduced Marlene Miller, her Administrative Assistant, who will be taking the minutes in Tee Lambert's absence.

REVIEW AND APPROVAL OF MINUTES

A motion was made and seconded to approve the Minutes for May 6th, June 30th and September 16, 2005. They were seconded and approved. Mary stated that every effort will be made to have the minutes from this meeting sent to members via e-mail prior to January's meeting.

MEMBERSHIP COMMITTEE REPORT – Recommend and vote on new COP Members

Mary introduced the applicants recommended for membership on the 2005-2006 Committee of Practitioners. She then asked them to step out of the room while voting on their acceptance took place. Questions and discussion followed.

Questions: Did the committee meet? What members were recommended for membership? What is the next step? What happens when vacancies occur (there are 4 vacancies now)?

Nancy Konitzer addressed the questions and stated the Membership Committee met, reviewed applications and recommended individuals based on the scores awarded to their applications. While this is the process that followed, there are actually no written operating procedures at this time.

Nancy stated the Membership Committee had two tasks to accomplish.

- (1) Fill 8 membership positions which have become or remained vacant since the last meeting (including: Tanya Ford, Rick Austin, Edna Morris, Theresa Keanne and Minerva Kong, all of whom have either resigned or vacated their positions due to attendance or other issues).
- (2) The Membership Committee needs to develop a written operating procedure.

Nancy recommended that at January's meeting we consider assigning the following tasks to the Membership Committee:

- (1) Develop written directions on what the Membership Committee is expected to do
- (2) Begin creating an operating procedure that includes the following considerations.
 - Do we want Interim memberships?
 - Short term memberships?
 - At what threshold do we need to replace members - 1 or 2 vacancies, or more?

and that drafts of these documents be presented at the March meeting.

Mary directed that the minutes reflect that the Membership Committee be assigned the task of developing operating procedures, and present them at the March meeting. Current members of the Membership Committee include Pat Marsh, Steve Chambers, Sherry Dorathay, Lydell Jacobson and Jacqueline Powers.

After the discussion, the recommended applicants were voted upon. All were accepted as members.

RECOGNITION COMMITTEE REPORT – Report on the Distinguished Schools Award

Sherry Barclay gave a summary report on the selection of schools eligible for the Title I NASTID Recognition Program. She also acknowledged and thanked all those who assisted in completing the task. The selection of schools was based on:

- (1) minimum 40% Poverty Rate;
- (2) tests scores at or above the State average in Reading and Math;
- (3) AYP met for two years.

Letters of eligibility were sent, as follows.

The schools eligible for Category I –

(Schools that have exhibited exceptional student performance for two or more consecutive years.)

Don Mensendick School, Glendale Elementary District
Ed & Verma Pastor Elementary School, Roosevelt Elementary District
Rainbow Valley Elementary School, Liberty Elementary District
Rio Vista Elementary School, Amphitheater Unified District
Whittier Elementary School, Phoenix Elementary District
Yavapai Elementary School, Scottsdale Unified District

The schools eligible for Category II –

(Schools that have made the most progress in significantly closing the achievement gap.)

Acacia Elementary School, Washington Elementary School District
Amphitheater Middle School, Amphitheater Unified District
Camelback High School, Phoenix Union High School
Camp Mohave Elementary, Mohave Valley Elementary District
Carl Hayden Community High School, Phoenix Union High School
Challenger Middle School, Sunnyside Unified District
Curry Elementary School, Tempe School District
Desert View Elementary, Gadsden Elementary District
Echo Mountain Intermediate School, Paradise Valley Unified
Maie Barlett Heard School, Phoenix Elementary School District
Palomino II School, Paradise Valley Unified
R. Pete Woodard Junior High School, Yuma Elementary District
Sierra Middle School, Sunnyside Unified District
Taylor Junior/High School, Mesa Unified School District

Site visits were conducted at Don Mensendick School, Rainbow Valley Elementary, and Yavapai Elementary School in Category I; Desert View Elementary School and Palomino II School in Category II. The two schools that were selected to represent Arizona were Yavapai Elementary, Scottsdale Unified School District, for Category I, and Palomino II School, Paradise Valley Unified School District, for Category II. The superintendent announced the winners during today's luncheon.

NASTD will announce these two Title I Distinguished School Awards at a press conference the week of November 14, 2005 and will recognize them during Title I National Conference in January.

SURVEY RESULTS

The results of the COP member survey last spring were sent to current members prior to the current meeting to assist members in considering what targeted activities we want to accomplish this year, what COP does, etc. Copies of the survey were also made available at the meeting for members who did not receive them previously.

COP Committees

It was decided in the last meeting that the focus for this year will be on accountability. Suggested strategies for organizing around the topic were brainstormed at the last meeting. It was proposed that three committees be created to address accountability this year, and that each member join one of the three committees. Mary reviewed these details for members present at the meeting, and proposed that each committee be charged with completing a task prior to the January meeting. Each member then selected the committee of highest interest and participated in a 20-minute break-out work session. The tasks to be completed were as follows: (See attached notes from each committee)

- Assessment & Appeals: develop a set of recommendations for improving the appeal process.
- ELL: Look at Title I AYP and Title III AMAO requirements and make any needed recommendations to ensure that we have an integrated set of requirements, to the extent possible.
- Special Education: Brainstorm what changes have been made in the accountability system, what changes have been considered and not made, why; and does the committee have any related recommendations, consistent with the law, that COP should consider making?

INFORMATION UPDATES

Will AIMS Science tests impact AYP?

Not under the current requirements of NCLB.

When will districts be notified of their improvement status?

Kim Strehlow provided a brief update. She is waiting for final data from Research and Policy before formal notices are sent. Members were told they could check with her at the end of the meeting for preliminary information.

Protocols or forms and timelines, including expectations, for updating the District Consolidated Plan?

Regarding updating district NCLB Consolidated Plans, two years of data (2004 and 2005) will be uploaded into the new Plan template on the ADE website. It will be available as soon as the data can be loaded. The due date is January 31, 2006. If a district does not have an approved plan by now, then the deadline will be extended. The Document Library Page on the web site will have directions.

How was the decision was made to use the Census versus free and reduced lunch counts for funding?

The NCLB law states that the ADE must use the most current Census data (2002 was the most recent Census data available for FY06 funding). The previous law (IASA) had

different language. Arizona implemented an allocation process using Census counts beginning in FY2004.

Question on the ELL Appeal Process (i.e. appealing the removal of student scores during their first three years in U.S. schools):

Update on whether this will still be permitted – negotiations are still in process with the federal government and it controls the timeline for decision-making. We hope to have a final decision regarding ELL inclusion in time for next year's AYP calculations. Our window for submitting any requested changes to the ADE Accountability Workbook for 2006 AYP is until April 1, 2006.

Reminder: At the ADE's monthly Management Team meetings, issues that should go to COP will be discussed.

Nancy reviewed School Improvement Plan issues. Question: Some of the regular school improvement plans are missing components required in the schoolwide plan - what are those components?

Nancy answered that two major items that are missing, in particular, include the Transition requirement and the Highly Qualified teacher requirements.

Will Reading and Writing be combined into a single Language Arts (LA) score?

Nancy said she would check on this and bring information to the January meeting. There was further discussion. Norma stated that Robert Franciosi had said that LA will definitely be a combined score. We need to get the word out.

There are problems with the Website List Serve. Joe O-Reilly investigated and determined that it is a capacity problem with Cool-List. Joe has set up a new account on Yahoo for the AzCOP. If a district or school's server will not allow access, there is an option for an alternate email account through Yahoo. The Committee agreed to ask Joe to proceed by sending out instructions. Tee Lambert has the contact list and Joe has the Yahoo group list.

ISSUES FOR THE SUPERINTENDENT

Are there any issues that the committee feels Superintendent Horne should be aware of?

- Extend an invitation for Superintendent Horne to attend a COP meeting.

Good of the order:

- Question regarding teachers having to go through another process for certification renewal called a Performance Assessment. It is in State Law (4-5 years ago). Kathy Wiebke and then Jan Amator had approached the State Board, who directed ADE to proceed with the development of a Performance Assessment. After much research for a valid and reliable option, the initial part of the National Board process was proposed to the State Board and approved. The State Board approved Arizona using the National Board process – Level 1 – and setting its own passing scores.

- Discussion on Early Childhood certification and its limitations for moving teachers around.

- System of Waiver Process for rural areas? Nancy Konitzer stated she did not know if we will have a State process.

- Graduation, AIMS: districts and the ADE will have results in mid May.

-Question: What to do about graduating seniors who have passed all but the AIMS test?
What to do about schools closed in early May (i.e. how to plan for graduation)?
What about testing and scores when a 3-Day weekend follows Spring Break?
AIMS is becoming a nightmare.

Nancy Konitzer indicated that the state will implement another option this year - there will be an additional testing schedule in July for seniors who've passed everything else except AIMS.

-What to do about non-U.S. citizen students in schools (i.e. students who come across the border daily in order to attend our schools)? Nancy stated she will have to look into it. LEAs are in need some kind of operating procedures regarding this matter.

FUTURE MEETING DATES

Members agreed to meet as follows:

- ❑ January 20, 2006 at Blackwater Community School, (East end of Gila River Indian Reservation, approximately 42-45 miles from Phoenix)
- ❑ March 31, 2006
- ❑ May 19, 2006

Meeting adjourned at 6:22 PM.

Assessment and Appeals

Committee Notes

Appeals

- More than 1 appeal issue results in no feedback just Yes or No
- Standard set of appeals
- Lost of what appeasable / Rubric developed for appeals
- Process laid out
- If appeal is denied, rubric is checked why
- Timeliness
- Data access in useable format
- Time line
 - Summer
 - Changes in administration
- Formalized appeal process with a rubric

Assessment

- Be consistent
- Information clearing house
- Clear Process for providing information
- Practice test closely aligned with Aims language and format
- Don't spend \$\$\$\$ on scoring guides – waste
- High school graduation inconsistency

Special Education

Committee Notes

Changes in acct. system:

- Students with non-standard acco/mods (altern.) will not be included in valid test
- Sped sts. are hit in attendance & FFB

Kent Rower	(w) Teresa Kennedy	Tim Frey
Deone Wiley	Kim Strehlow	Connie Heath
	Joe Alvarado	Norma Malamud

Federal Recommendation:

- Gave SEA a window to develop on alternative test between AIMS-A & Regular AIMS- DPA.
- If AZ completes this task then an additional 2 % of sped students (over AIM-A 1 %) will count as tested & eligible to M & E.
- AZ wishes to do this but we need time & funding.

Implications:

IEP has to specifically state assessment data & updated SAIS data.

- Possible annual forgiveness of AIMS – “B”
- HQ = rural school issues.

Recommendation:

- Receive precise & concise information from appropriate ADE staff. Phillips & Franciosi

ELL

Committee Notes

1. District made AYP (Title I), did not make title III district AMOS.
2. Title I talk to Title III
3. Reports & data look same & be consistent
4. How to make K-2 proficiency levels – not always same kids – don't average data
5. Look at SBR research on language acquisition
6. How will corrective action look for districts next year?
7. S E L P Concerns – students who are not proficient are being exited
8. Explore contacts who can influence decisions
9. S E L P validity – pass all 4 parts to exit for more realistic picture of level.
10. Appeals process for site & district should be consistent
11. Notification of how Title III appeal process works – follow AYP model
12. At least 2 weeks notice for all information / regs. – send & more than to just 1 person
13. Private schools are entitled to Title III regs.
14. Impact of AIMS on ELL high school graduation.

NCLB Committee of Practitioners Meeting Minutes

Blackwater Community School
Highway 87, Blackwater School Road
Coolidge, AZ 85228

January 20, 2006

In attendance:

COP Members:

Joe O'Reilly, Co-Chair	Norma Malamud
Mary McIntyre, Co-Chair	Patricia Marsh
Pamela Bergstrom	Rebecca McClenning
Harriet Caruso	Wendy Miller
Steve Chambers	Lynn Monson
Kaye Dean	Edna Morris
Linda Denno	Ron Neil
Sherry Dorathy	Rick Ogston
Shelly Duran	Wendy Ong
Cecilia Frakes	Ann Peschka
Timothy Frey	Edie Petersen Knell
Connie Heath	Jacquelyn Power
Maureen Irr	Lynn Thompson
Lidell Jacobson	Yvonne Watterson
Teresa Kennedy	Charlotte Wing
Jean Lewis	

ADE:

Nancy Konitzer
Joseph Alvarado
Gary Fortney
Robert Franciosi
Lois Kruse
Anju Kuriakose
Tee Lambert
Lim Lovett
Tommie Miel
Kim Strehlow

Guests:

Thomas Collins
Chris Bejarano
Amy Cole
Vanessa Girard

WELCOME AND INTRODUCTIONS:

The meeting came to order at 9:10 am. Co-Chair Joe O'Reilly introduced Jacquelyn Power, Principal of Blackwater Community School, and thanked her for hosting January's COP meeting. Jacquelyn welcomed the COP members to Blackwater Community School and invited them to step outside and enjoy a presentation from Blackwater's 3rd and 4th grade Spirit Line. Members were then treated to a traditional O'odham welcome by Basket Dancers, organized by Gwendolyn Paul, a teacher at Blackwater Community School. Singers Barnaby Lewis and Mary Pablo sang traditional songs as the children performed using hand made heirloom baskets that are used in the Basket Dance. The young Basket Dancers were: Aries Williams, Abrielle Williams, Charisma Quiroz, Clarrissa Gonzales and Cierra Pino. Jacquelyn announced that lunch was made and will be served by the parents who are students in the Family and Child Education Program (FACE). Their teacher, John Fallen, joined Renee Delgado, Edwardine Thomas and Andrea Perkins in provided a traditional O'odham meal.

BUSINESS:

The November 16, 2005 minutes were reviewed by members. A motion was made to accept the minutes as presented and seconded. The motion passed.

Joe let members know that there is a new COP list-serve on Yahoo. A sign up sheet was sent around so that members could indicate an interest in joining the list-serve.

Members reviewed the COP roster and a suggestion was made to include ADE staff so that members would have complete listing of those who participate.

Joe then had members and guests introduce themselves.

SUPPORT FOR SCHOOL IMPROVEMENT:

Tommie Miel, the ADE Deputy Associate Superintendent (DAS) of State Intervention, reviewed ADE's *State System of Support for Schools and Districts*. Tommie explained what would be provided at each level of school improvement and defined the roles of Solutions Teams, the NCLB Coach, the Assist Coach and the State Intervention Specialist in working with schools.

Tommie and Dale Parcell, DAS of School Improvement, had presented this plan for COP's input at the September 16, 2005 COP Meeting. The purpose of the presentation at this meeting was to share additional information with COP regarding a system whereby the AZ Learns School Improvement requirements/process and the NCLB School Improvement process would be in synch and schools in the warning year would start the improvement process. In addition, the COP was also asked to respond to a proposal to increase up to 10% of the state's Title I set-asides (5% is the current limit) to fund this school improvement process instead of using it for direct school grants to those schools that need to improve.

There are 241 schools identified that would receive School Improvement support:

- 90 schools – Warning Year
- 56 schools – Year 1 (42 are Frozen)
- 44 schools – Year 2 (25 are Frozen)
- 27 schools – Year 3 - Corrective Action (25 Frozen)
- 20 schools – Year 4 - Planning Restructuring (8 Frozen)
- 4 schools – Year 5 - Implementing Restructuring Plan

Nancy discussed ADE Support for Districts in LEA Improvement. Currently there is no support being offered to Districts in Improvement and there are no ADE staff resources available to deal with LEA improvement. In this new support plan, the ADE would be able to provide assistance to these Districts. [It was clearly stated that it is the LEAs responsibility to help schools in School Improvement and that it is the state's responsibility to help LEAs in LEA improvement.]

State support for Title I schools in School Improvement is funded by the required 4% set aside of the ADE's portion of the Title I allocation. Of that 4%, 95% goes to schools via School Improvement grants and the remaining 5% goes to the state for other school support activities. To offer the level of support outlined in the new *State System of Support for Schools and Districts* plan, this allocation is not sufficient. Currently, Solutions Teams, which are state funded, only visit AZ Learns Underperforming schools. The new School Support plan would require them to visit Title I schools identified for School Improvement. This year there are 47 schools so identified. The State Intervention Team, also state funded, is working with Title I schools in Corrective Action, Restructuring – Planning, and Restructuring - Implementation. Additional funding will allow ADE to provide thorough implementation of State System of Support including Solutions Team, State Intervention, and NCLB coaches. The difference between the proposal and the old system is that in current system schools receive small grants to fund improvement activities and in the future some of this money will fund direct service to schools in a structured way (solutions teams and additional ADE support).

Section 1003 of the NCLB requires the ADE to make available to LEAs 95% of the Title I School improvement set aside, unless the LEAs agree to allow the ADE to pool a portion of their 95% set-aside funds to provide services through the State System of School Support.

The ADE would like to place an agreement on the *Common Logon* section of its website that LEAs would use to agree to an increase in ADE's School Improvement Support funding - up to an additional 5% (for a total of up to 10%) of the 95% set-aside - so that it can provide the level of support to Schools and Districts in Improvement as outlined in the plan. Without this additional funding, the State would not be able to provide support to the schools and districts at the beginning levels of School Improvement.

This reallocation of the Title I school improvement set aside would not affect the level of funding that LEAs receive under Title I, Part A.

A motion was made and seconded that states:

The COP endorses ADE's request to seek an agreement from LEAs to allow the ADE access up to 10% of the School Improvement set-aside, for a period of 3 years, to implement the state system of school support and retain 90% of the School Improvement set-aside for distribution to districts and schools for School Improvement. The motion passed 23-2.

It was then moved and seconded that:

The COP advises the ADE that it should seek the approval of a simple majority of LEAs (yes or no) in order to reallocate the Title I school improvement set asides as discussed and approved. The motion passed unanimously.

It was further moved and seconded that:

The COP will annually review the *State System of Support* program's effectiveness and, at the end of the 3 year approval interval, re-evaluate whether the program should continue. The motion passed unanimously.

Linda Denno and Lynn Thompson volunteered to work with ADE on drafting the rationale to help Districts understand the proposed funding change and the wording of the request for LEA approval. This document will be sent to COP members when finalized.

SUBCOMMITTEES:

Members met in their committee groups:

Assessment & Appeals
Special Education
ELL

[Notes from those committee meetings are attached at the end of the minutes.]

ACCOUNTABILITY ISSUES:

Robert Franciosi, the ADE's DAS of Research and Development, presented information about Annual Measurable Objectives (AMOs) for grades 4, 6 and 7. Robert went over the AMO starting points for grades 4, 6 & 7 as outlined in the handout that he provided. These will be included in the ADE's annual letter seeking official ED approval for amendments to Arizona's Accountability Workbook. The 4th, 6th & 7th grade AMOs are based on last year's (Spring 2005) testing. Grades 3^r, 5 & 8 AMO's will stay the same.

Another item being considered for change would be the graduation rate. Research and Development is evaluating whether the ADE should use the 2006 graduation rate as the threshold for meeting AYP, or if it should keep the graduation rate threshold used to date, which is one year earlier. With the AIMS HS graduation requirement for 2006 possibly decreasing the graduation rate, it might be more advantageous to keep the 2005 rate for accountability purposes this year and analyze the 2006 grad results. For 2007 the target graduation rate would be changed based on the 2006 rate, and schools and ADE would have the advantage of knowing the impact of the graduation requirement. Robert asked COP members for their input on which graduation rate the members thought would be best to use. There was discussion and a motion was made and seconded stating that:

COP recommends keeping the 2005 grad rate for this year, calculate 2006 and compare the results. Then the following year ADE will use the 2006 rate. The motion passed 23-2.

The third item under consideration for change relative to the Workbook relates to the guidance that came out last fall stating that special education students who receive alternate accommodations will not

be counted when computing the 95% tested rate. Arizona is asking for the flexibility to count those students as tested but not proficient for AYP purposes until we have a new test with modified standards in place. The potential impact of including such students as not proficient is considered to be more advantageous to schools and districts when determining AYP than counting them as not tested.

Robert informed members that the ED Secretary of Education is offering some states the potential flexibility to include a growth component in their AYP models. They are seeking 10 states to be part of a pilot study that includes a growth factor in AYP. Arizona is one of the few states that are in a position to win approval because we have the required components in place - we have SAIS in place (statewide database), we test at all grades required by the ED, we have individual identifiers (which allows us to track individual students across the years), and we have vertically scaled tests. The ADE does plan to apply to become one of the 10 pilot states. The ADE is seeking the COP's input on what Arizona's growth component would look like.

Arizona has used the Measure of Academic Progress (MAP) for AZLEARNNS, and the ADE is currently developing a new MAP index that will include grades 4 6 & 7¹. Now that we have the opportunity to develop a growth indicator to include in calculating AYP, the question becomes - do we use the same MAP for both AZLEARNNS and AYP?

The following are requirements for AYP growth models if they are to be considered by the ED:

- No demographics – i.e., no differential starting points or gain indices for different demographic subgroups
- Growth must be towards full proficiency by 2014
- No compensatory measures included

After discussion, a motion was made and seconded that:

The COP recommends that the ADE include a growth measure for AYP [if approved by the ED] that will function either as a safe harbor measure or an index that would permit a "second look," that it be the same measure of growth for AZLEARNNS and AYP, and that it be fair to the schools. The motion passed unanimously.

Robert was asked to explain how the new AIMS Language Art scores will be used for AYP in lieu of using only Reading scores. He explained that Arizona is using federal funding to continue using the AIMS writing test. Therefore, a writing score must be included in AYP calculations. As a consequence, the ADE will combine the reading and writing scores to obtain a single language arts score (specifics on "weighting" are yet to be determined) that will be included in AYP calculations under the NCLB in 2007.

INFORMATION UPDATES:

Nancy Konitzer, Deputy Associate Superintendent(DAS) of Title I and NCLB Consolidated Activities, announced that one of Arizona's Distinguished Title I schools - Palomino II Intermediate (Grades 4-6) Paradise Valley - will be presenting at the National Title I Conference beginning January 28, 2006 in Dallas, Texas. Both Palomino II and Yavapai Elementary from Scottsdale will both be recognized at the Conference.

Nancy discussed the 1st Annual Juvenile Justice Conference that she attended in Washington, D.C. This conference was the result of the combined effort of nine federal agencies. The First Lady, Laura Bush, opened the conference. During the conference, there was a meeting of Federal Coordinators of Neglected and Delinquent Programs. It was a first time meeting and they want to continue meeting in the future. She let members know that there is a website that has resources for Neglected and Delinquent programs. She will send out the URL address to members.

At ADE there have been some staff changes. Bob Coccagna, who had been working with Neglected and Delinquent programs, is now the Director of Dropout Prevention and High School Renewal. Barbara Presler will now work with N&D programs. Deborah Cotton, previously an assistant principal from Phoenix Elementary, has joined the Academic Achievement Division and will be working with Paraprofessionals.

A new resource has been added to the ADE's web site under Hot Topics (on the home page). It is a *Resource Guide for the Standards and Rubrics for School Improvement*. The School Effectiveness Division developed this guide to help schools in writing their school improvement plans. Also new on the Hot Topics link is a *School Effectiveness Professional Development and Technical Assistance Catalog* which will be regularly updated 3 times per year. It is organized by "standard" thereby offering the potential for targeted professional development and technical assistance opportunities. The catalog is interactive; after choosing an activity you can click on a link to register for an event. Nancy encouraged members to go to website and explore these new resources.

On December 3, 2005, LEAs received a notice that if their Consolidated Plan was approved by December 1, 2005, they had access to the *Consolidated Plan Update # 1*, which is due February 15, 2006. For all other LEAs, those whose plans were approved after December 1, 2005, access will be available on February 16, 2006. If member districts' plans were approved before December 1, 2005, and they cannot access the update, they were advised to notify Tee Lambert (542-4353) or Nancy Konitzer (542-7470). ADE program specialists are now concentrating on finishing review and approval of all NCLB Consolidated Plans.

There has been a delay in accessing the *Consolidated State Performance Report, Part I* because the ADE has been waiting for federal notice regarding the data it requires. LEAs will have access to this report (on the ADE website, Common Logon section, under the Academic Achievement Reports link). on January 23, 2006; it is due February 15, 2006. New to the report is the request for information on teachers who are not Highly Qualified and why they are not Highly Qualified. Access to Part II of this report will be available in February; it will be due in March. New to Part II is the request for neglected and delinquent data. LEAs that had approved N&D programs last year are asked to provide the requested data. The ADE understands that LEAs may not have the information that will be requested, but Nancy requested that LEAs provide what they can.

There will be changes in next years' NCLB Consolidated Application. The set-aside table will look different and LEAs will be requested to report more detailed information on rank ordering. Next year there will also be a change in the timeline for access to the application. The ADE will offer eligible LEAs an "Early Bird" application opportunity. The allocations for those LEAs will be based on preliminary allocation numbers, with the understanding that amendments may need to be completed after final allocations are determined. LEAs that submit their application early and are approved by July 15th could receive an initial payment in August.

The following are requirements for LEAs to participate in the Early Bird Application:

- an LEA must have an approved plan,
- there are no compliance issues, and
- the LEA have no schools in School Improvement or, if it has schools in improvement, have detailed knowledge of required set asides.

The ADE will notify the LEAs that are eligible for the Early Bird Application. There will be staff available to process the applications throughout the summer at the ADE. However, there also needs to be district staff available throughout the summer – to answer questions, make corrections, etc. – if they choose to take advantage of the Early Bird opportunity.

Joe O'Reilly brought to members' attention the additional handouts available at the meeting and indicated they were welcome to take copies of those of interest to them. ADE Program Specialist

Debby Francis provided written information on the State Tutoring program and Joe provided copies of the AIMS Augmentation Formula that Mesa uses.

ISSUES FOR THE SUPERINTENDENT:

Co-Chair Mary McIntyre asked members if they agreed that the co-chairs should extend Mr. Horne an invitation to attend the March or May COP meeting. The consensus was to move ahead with the invitation.

Joe thanked the presenters for their time and Jacquelyn Power for hosting the meeting. Joe noted that he and Mary will send a letter of thanks to the students and parents for the warm welcome and the traditional lunch that COP members enjoyed.

Meeting adjourned at 2:30 p.m.

COP

ELL Sub-Committee Notes

1/20/06

Members: Kaye Dean, Shelly Duran, Cecilia Frakes, Maureen Irr, Lidell Jacobson, Minerva Mejia Kong, Jean Lewis, Patricia Marsh, Rebecca McClenning, Wendy Miller, Rick Ogston, Wendy Ong, Julie Thayer, Lynn Thompson, Charlotte Wing, and guest Thomas Collins.

Issue:

- ELL students are not making academic progress as a group at the same rate as our other students.
- Accountability is mixed and impacts both Title I and Title III.

Concerns:

Funding

- Insufficient funds to complete all of the identification, assessment and instructional mandates.
- Interventions are not being funded.

Instruction

- lacking (not enough dollars available for the extent of intervention needed)

Assessment

- “Double whammy” with the AMO and AYP
- Non-alignment of SELP/AZELLA. What do we do about the students who were able to exit with SELP but really are not proficient? Should they be assessed with AZELLA?
- Private schools aren’t able to access assessment program (supposed to be state supported)

AIMS Annual Assessment

- Who is included in which groupings? This changes from year to year.
- An appeal process is lacking in Title III
- Non-alignment for AMO, AMAO, AYP, AZLEARNS

Communication

- ELL population impacts both Title I and Title III – need more commonality in requirements
- Title III operates alone, not with other units
- Info from PELL is not widely distributed

Private Schools

- Use Titles II – Title V for support for kids that are not from U.S. (in some areas)
- Title I uses residence as eligibility, not enrollment

ADE Response Requested:

1. 1 set of requirements for assessing and determining proficiency (Title I, III, AZLEARNNS)
2. Invite Title III to COP
3. Title III is not “service oriented” as Title I is. PELL meetings aren’t productive in answering questions.
4. A problem with data entry for Rapid Reports (itB) and SAIS dual entry is required. Very unproductive fix.
5. Consortium requirement for small schools means that funds for student support are reduced for administrative costs assumed by the consortium (5%)
6. Come up with a plan for students who have tested out of ELL using SELP – with the new AZELLA these students may not test proficient.

COP

Special Education Sub-Committee Notes

01/20/06

Members: Joe Alvarado, Sherry Dorathy, Tim Frey, Mary Gillespie, Connie Heath, Teresa Kennedy, Ron Neil and guest Kim Strehlow.

Due to the information currently understood by the LEAs from various parties of the SEA, the COP Special Education Committee presents the following recommendation:

The ADE Deputy Associate Superintendent (DAS) of Research and Evaluation and the DAS of Exceptional Student Services meet and come to a consensus that results in a comprehensive public guidance process that is disseminated to all LEAs.

This guidance document will provide consistent information to LEAs between IDEA and NCLB regulations. The distribution element needs to outline a multi-faceted comprehensive approach providing understanding of the relationship to all stakeholders.

The results of this recommendation will provide consistent direction and information from IDEA and NCLB regulations and their application in the field.

COP

Assessment and Appeals Sub-Committee Notes

1/20/06

Members: Linda Denno, Edna Morris, Yvonne Watterson, Lynn Monson, Harriet Caruso.
Guests: Jim Lovett, Diane Sotelo, Amy Cole. Anju Kuriakose, Director of Accountability Systems and Reporting and Robert Franciosi, Deputy Associate Superintendent Research and Evaluation were available to answer questions, and collect comments pertaining to AYP Appeals.

PROBLEM: When a school appeals AYP, they would like to see a response for each indicator separately, maybe codify the AYP rubric so schools can have information on WHY each indicator was denied (for future use).

- Unfortunately ADE processed about 600 appeals in 15 days; there wasn't time to reply with detailed information to each one.
- ADE will try and provide more information; especially if appeals were done on multiple indicators.
- When a school appeals on statistical basis, they must also fix the data in SAIS. ADE reruns the formulas using SAIS data. If the data was not corrected, they will still fail to make AYP.

PROBLEM: Schools do not know what successful appeals look like; need a standard set of appeals or examples of successful appeals.

- Statistical appeals could be based on information that was incorrect in SAIS prior to running AYP formulas; school should fix the data and file an appeal.
- Substantive appeals that were successful had relevant, detailed information (police report number) and explained how this event had a direct impact on testing.
- Appeal committee was not sympathetic to demographics or teacher attrition since this is a normal part of running a school.

Other conversations pertaining to assessment:

- AIMS data: schools should download and double check their subgroups in July.
- Schools should use "data verification" in SAIS as soon as AIMS results are released PRIOR to the AYP determinations.
- AIMS testing/enrollment: students are counted only if they are enrolled for the 1st ten days of school and continuously enrolled (no withdraws).
- Schools need to make they have updated information for their contact person (SAIS coordinator).

NCLB Committee of Practitioners Meeting Minutes

Cottonwood – Oak Creek Elementary District
1 North Willard Street
Cottonwood, AZ 86326

March 31, 2006

In attendance:

COP Members:

Joe O'Reilly, Co-Chair
Karen Burns Copley
Harriet Caruso
Steve Chambers
Kaye Dean
Linda Denno
Sherry Dorathy
Connie Heath
Mary Ann Hendrickson
Lidell Jacobson
Mary Anne Kapp
Patricia Marsh
Rick Ogston
Wendy Ong
Patricia Osborne
Barbara U'Ren
Yvonne Watterson
Deone Wiley

ADE:

Nancy Konitzer
Roberta Alley
Patty Hardy
Gary Fortney
Jill Andrews
Christopher Dickinson

Guests:

Welcome and Introductions:

Joe O' Reilly, Co-Chair of the COP.

Members and guests introduced themselves and their area of specialty. Nancy Konitzer introduced Christopher Dickinson as Tee Lambert's substitute to fill in during her absence.

Joe thanked Barbara U'ren for graciously hosting this months COP meeting in Cottonwood, Arizona.

Peer Review of the State Assessment and Accountability System – Initial Report:

Roberta Alley, Deputy Associate Superintendent for Standards Development and Assessment:

Peer Review Committee for the approval of Standards and Assessments for all states:

USED (United States Department of Education) has been reviewing the assessments for each state. ADE (Arizona Department of Education) has prepared evidence to show ED the scope of its systems. After the first review, ED is requesting additional evidence with greater detail on the AIMS and how the AIMS-A aligns to benchmarks.

Peer review process: Four Arizona citizens have served on peer review committees. Joe O'Reilly was one of those to participate in the Peer Review. Basically the review team is "locked" in a hotel for a few days and is given boxes of material from various states to review. There are clear guidelines that a state's plan is compared against, and the review is very thorough.

Roberta Alley stated that Arizona has received positive feedback but there have been concerns during Arizona's review regarding the Alternative Assessment, which is understandable. There are some states that have not submitted at all so we are definitely on track.

Science Assessment:

The Science Assessment will be required for 4th, 8th, and High School Life Science.

Science field test will begin in the spring of next year (2007). There will be 50 items on the Science field test. As of now, the final number of items per test level will be:

- 4th grade – 54 items
- 8th grade – 58 items
- High School – 62/64 items

All three tests will cover content based on grade-level standards. Blueprint for the Science Assessment has been reviewed by the State Advisory Council twice, and will be posted on the ADE website shortly.

Question: How will the new Science assessment be used for AYP? Not Known, the State Board of Education has to approve.

Nancy Konitzer: AYP = Reading + Math + Extra Indicator. Now it is attendance. In the future a decision could be made to make it science. That has not been determined yet.

Ten states will be able to receive the ED Growth Model approval. AZ has an advantage due to our assessments having been in place long enough to be able to calculate growth and our student data capabilities.

Highly Qualified Teachers – HOUSSE Rubric

The HOUSSE Rubric rules will be changed because all teachers must be highly qualified now. Emphasis on emergency certification elimination/reduction will be very important. CCSSO is reviewing request for a one-year waiver for the deadline on highly qualified teachers.

Funding Allocation Update:

Title I will be receiving about \$11,000,000 more next year (\$260,000,000 Statewide Total). That number is based on census numbers. Title III will be receiving about \$1,000,000 more next year. Title II-A will be losing somewhere around \$10,000 - \$20,000 and Title II-D will be losing about 50% of its funding. Cathy Poplin, Director of Education Technology, has been trying to find ways to keep supporting technology in the schools. Under Bush's proposed budget, Title V is targeted to be zeroed out FY08 and will be losing about 50% of its funding next year. Even Start will not be receiving any funding next year. Vocational Education will not be receiving funding in FY08 but High School Reform will be a new focus. Of course, the final budget will be dependent on what the legislature does.

Question: Can you use Title I monies to fund Title III? Yes. However, caution is recommended.

District Improvement

Now that districts are in Year 3 of District Improvement, ADE is starting to look at what to do about districts that are in Corrective Action. ADE would like to have a single process to identify a district in improvement. ADE is aiming for consistency between Title I AYP and Title III AMAO.

Nancy provided materials on what other states are doing with district improvement. The COP broke into small groups and each group reviewed information about what one state is doing for district improvement. They reported back to the whole group:

State of Washington

The State of Washington had their researchers identify qualities of effective districts or districts that are on a continual improvement process.

A few of the features from the Washington system were that:

- Districts make the decision to make changes.
- Solutions team concept is implemented at the district level
- District do self assessment & work to answer questions and provide responses

State of Illinois

Illinois included the following features:

- Academic Watch Status for districts (Basically only those in improvement for academic reasons, not participation)
- Districts must have an Average Daily Attendance of more than 1000 children
- AYP + AMAO are looked at together.

State of Ohio

Basically the same as Arizona's School Improvement Plan

What issues need to be addressed?

- AZ LEARNS, AYP, AMAOs need to be all in one location on the website so they can be easily located.. They are currently too hard to find.
- School Improvement needs to include a Professional Development Plan
- The Arizona Department of Education would like the State Board of Education to adopt NSDC (National Staff Development Council) Standards for Professional Development.

Committee Reports:

ELL Subcommittee Report

ELL students are being held to two different standards. Alignment between AZ LEARNS, AMAOs, AYP, Title I & Title III is highly recommended. Title III funding is a big concern. With the different assessment (SELP, AzELLA), it is like a triple whammy. A comparison between the SELP (Stanford English Language Proficiency Assessment) the AzELLA (Arizona English Language Learner Assessment) suggests that they are extremely similar in content. An initial concern is that the AzELLA will exit students too soon, much like the SELP has. The ELL Subcommittee is requesting that we invite English Acquisition Services (EAS) staff to an upcoming COP meeting.

Membership Committee Report

Quite a few people's membership terms are almost over. Members can reapply. Recommendations for new members are being sought. An email will be sent out to all district superintendents and charter holders asking for recommendations for membership.

Past Meeting Minutes

The minutes from the January meeting were approved.

Even Start Program Reallocation Process – Sally Downing, Early Childhood Division

The federal government has cut funding to the Even Start program 66%. This creates a significant dilemma. There are 16 family literacy programs that Even Start oversees. Even Start uses both Federal funds and State funds. Now that federal funds have been cut, we must find a way to still provide services. Federal requirements are that a program must demonstrate effectiveness. With significantly reduced funding, this will be a big challenge.

The federal grant requires a minimum of \$75,000 for each program. Each program will receive that amount or about 57% of what they were funded last year

Question: How do you receive Even Start funds? Answer: Even Start is funded through grants.

This year, services for only 40% of families served previously will be able to be funded.

As a matter of formal COP action, the committee was asked to approve the changes to the funding formulas as indicated on the materials supplied by the Even Start office and discussed at the meeting. It was so moved and approved.

Highly Qualified Teachers – Waiver Application

Patty Hardy, Director of Title II-A, just returned from a Title II Staff meeting at the US Department of Education in Washington, DC. She spent two days with ED staff discussing Title II-A issues. There will be changes coming, but not until after the next Presidential Election.

The role of the Title II unit is technical assistance. Title II is also charged with monitoring data addressing highly qualified teacher criteria. This means that the ADE will begin to embed HQ monitoring into site visits conducted by Title I, Title III, SPED, etc.

One point of emphasis for the federal government is the parents' right to know. Districts must notify parents that a teacher is not highly qualified. ADE will have to emphasize this in monitoring. The Feds are looking for complete and accurate data, and for an increase in the percentage of courses taught by highly qualified teachers in core academic areas. Districts must show a good faith effort (based on data analysis), or the federal department has no choice but to offer some sort of sanction.

Ideas to recruit HQ teachers: there are job listings and advertising on Monster.com for Alternate Paths that includes teacher jobs. This may be a way to find HQ teachers.

Joe requested that Patty Hardy speak at the next COP meeting in May with updated information on this topic.

Follow-up from Last Meeting

Dale Parcell, Deputy Associate Superintendent for School Improvement, has been working on building the school improvement plan template with ASU. Currently there are many bugs with the system. The plan should be ready by August, 2006.

Set Aside for School Improvement is about half way there.

Good of the Order

The National Title I Conference for 2006-2007 will be held in Long Beach, California.

Next Meeting Date:

May 19, 2006: Paradise Valley Unified School District
The meeting was adjourned at 2:00 p.m.

NCLB Committee of Practitioners Meeting Minutes

Paradise Valley School District Office
15002 N. 32nd St
Phoenix, AZ

May 19, 2006

In attendance:

COP Members:

Joe O'Reilly, Co-Chair
Mary McIntyre, Co-Chair
Pamela Bergstrom
Karen Burns Copley
Steve Chambers
Linda Denno
Sherry Dorathy
Shelly Duran
Cecilia Frakes
Timothy Frey
Mary Gillespie
Connie Heath
Mary Ann Hendrickson
Lidell Jacobson

Mary Anne Kapp
Jean Lewis
Leticia Lujan
Norma Malamud
Patricia Marsh
Wendy Miller
Lynn Monson
Edna Morris
Wendy Ong
Patricia Osborne
Ann Peschka
Jacquelyn Power
Barbara U'Ren
Charlotte Wing

ADE:

Tome Horne
Nancy Konitzer
Tee Lambert

Guests:

Francis Hendrickson
Carrie Larson
Chris Bejarano

WELCOME AND INTRODUCTIONS:

Co-Chair Mary McIntyre opened the COP meeting at 9:50.

Mary welcomed members and introduced John Kriekard the Superintendent of Paradise Valley Unified School District. Mr. Kriekard thanked COP members for all that they do ensuring that all of Arizona schools provide quality programs for all children.

Members then introduced themselves.

Superintendent Tom Horne:

Nancy Konitzer, Deputy Associate Superintendent of Title I and NCLB Consolidated Programs, introduced Superintendent Horne. Mr. Horne thanked COP members for their commitment and that he takes the committee's work seriously. Mr. Horne believes to be a good leader you need to be a good listener.

Mr. Horne related his experience in dealing with Roosevelt School District. The Roosevelt School Board had accepted that their students had low academic results because of their poverty level. Mr. Horne made a presentation to the Roosevelt School Board presenting statistics that compared Roosevelt's students with Alhambra, Phoenix Elementary and Murphy school districts. These districts had lower socioeconomic base and more ELL students. Reviewing the statistics for third grade reading showed Roosevelt's neighboring districts third graders showed proficiency at 67%-72% level while Roosevelt's student's proficiency rate was 33%. Every grade level and every subject reflected the same discrepancy. Mr. Horne remarked that student's success is not dependent on economic indicators it takes strong instructional leaders.

Another study Mr. Horne has conducted is on English Language Learners. In 2003, students were given a unique student identifier, to enable ADE to track students through the system. ADE identified Arizona's ELL students and tracked them for 2 years. Looking at issues on whether or not ELL students

were reclassified and how they did on all 3 sections of AIMS in 2005. The study showed from a range of 8% to 84% of ELL students passing all 3 sections of AIMS.

Nogales had 4 schools where 70%-80% of their ELL students identified in 2003 tested proficient in all 3 AIMS test in 2005. In 2000 Nogales Unified was the District cited in the Flores case. Mr. Horne, wanting to know what happened called the Superintendent of Nogales, Mr. Cooper to ask what they had done to create such a change from 2000-2005.

Mr. Cooper explained the 7 major changes he implemented:

1. Eliminated social promotion
2. Added summer remediation
3. Added advanced programs in science and math in grades 4-8
4. Reduced class size from 40 to 22 in early grades
5. Eliminated aides and focused on hiring and supporting highly qualified teachers, increasing teacher's salaries.
6. Eliminated bilingual education and emphasized English Immersion and adopted a program ADE recommends called SIOP.
7. Eliminated inter-disciplinary courses, increasing math instruction to 1 hour a day.

Mr. Horne also spoke about taking on the legislature to increase funding for education by \$150 million for teacher's salaries.

Mr. Horne then opened the floor for questions and comments:

Q. What is the best way to deal with District Improvement under NCLB and AZLEARNs ?

A. There is a different timeline for districts than for schools. There are no real significant consequences for districts until 2010. Mr. Horne feels that NCLB is not a fair system and to the extent that Arizona has to administer some changes Arizona will take a minimalist approach.

At a state level Mr. Horne is trying to persuade the legislature to give ADE the authority to do improvement at the district level, it is currently only at the school level.

Q. This year is the first year the Bureau of Indian Affairs has mandated that all schools work with State Department of Education. How can ADE establish a better working relationship with schools located on reservations?

A. It is a high priority to close the achievement gap for our schools on the reservations. There is now a Native American Advisory Committee that meets quarterly and two full time people to focus on Indian education. Debora Norris, is Navajo and the Director of Indian Education and will be working with schools on the reservations.

C. A members recommended creating a small group such as COP for ELL. Currently the PEL meetings now are very large, which does not allow a way to exchange ideas or ask questions.

R. Now is a good time to explore this idea. The English Acquisition Department is growing from 6 program specialists to 26. This will allow for more time for technical assistance and monitoring. Nancy will discuss this at the next management meeting.

- C. Naco Elementary District just went through NCLB monitoring. Naco has students coming from Sonora Mexico and providing addresses stating they are living with relatives in the Naco school district. During the ADE monitoring Naco was informed that these students must be identified as homeless because they meet the criteria as homeless under McKinney Vento. It places a great fiscal burden on border schools.**
- R. This is a very controversial issue. There has been an allegations of fraud made about students crossing the border to attend Arizona schools. Mr. Horne will look into it for further clarification.*
- Q. A memo was sent out from Gail Jackson, summarizing the Mr. Horne's fight with the federal government of when ELL students testing would count in AYP. There was a statement in the memo saying that on Wednesday it would be announced that Arizona would be 1 of 3 states chosen. The question is 1 of 3 states chosen for what?**
- A. Under AZLEARNNS Arizona uses a type of a growth model, where 40% of the school's profile takes into account student's progress over the year. Now for AYP they are experimenting with growth models. States were asked to submit proposals if they would like to apply. Arizona was being considered to be 1 of the 3 states to be approved for piloting a growth model. They would allow Arizona to be 1 of the 3 if Arizona would change how we count ELL scores. Because Mr. Horne won't change his position, they only approved 2 states.*
- When Arizona signed up for NCLB, Arizona had passed a voter initiative to educate and test all students in English. For AZLEARNNS profiles ADE include ELL scores after the student's third year.*
- During negotiations in 2003 Arizona received an oral agreement to count ELL test scores after the 3rd year, consistent with AZLEARNNS. When Arizona was monitored last year, we were told we could not be granting all of the appeals for ELL and stated we would have to count their scores after 1 year. Mr. Horne is suing the federal government on this issue.*
- Q. An alert was sent out from Patty Hardy stating that USED is requiring the, Arizona Department of Education to submit a revised state plan for Highly Qualified Teachers for all schools identified for Title I School Improvement under NCLB. Is this just referring to only schools under Title I School Improvement or is this across the board?**
- A. The revised plan will affect all schools, June 1st is the deadline for schools in school improvement, and September 1st for all Title I schools.*
- Q. If a high school student who has already passed AIMS but wants to retest to gain the scholarship, and they had a score of meets but when they retake the test they only receive a score of approaching, does this approaching score then effects the AZLEARNNS score for that school? Is there a way to hold the highest score harmless not to adversely affect schools AZLEARNNS profile?**
- A. The student's highest score is applied to meet their graduation requirement and for the school's profile.*

Q. Do you ever see the AYP determination coming out in July to help schools with their planning and budgeting?

A. *The summer months are a very busy time for the evaluation and assessment departments. We are trying to make the process timely for everyone.*

Business Items:

Co-Chair Joe O'Reilly and members thanked Mr. Horne for coming to speak. Joe presented Mr. Horne with a copy of the page in NCLB Act that state the requirement and responsibilities of the Committee of Practitioners to review and before publication any proposed state regulations dealing with NCLB.

Joe opened the floor for the approval of the March minutes. Barbra Uren made the motion and it was seconded by Linda Denno the March Minutes were approved.

Dates were discussed for 2006-2007 COP Meetings:

September 8, 2006 – 9:00 AM in Mesa

November 15, 2006 – at the Wigwam during Mega Conference

January 19, 2007

March 2, 2007 – To coincide with the Spring Coordinators March 1st meeting

May 4, 2007 –

Locations for January, March and May have not yet been decided.

Subcommittee Reports:

Membership – Steve Chambers presented to the members the 2006-2007 Applicant Recommendation from the Membership subcommittee was distributed to members. Steve had members on the membership committee stand and being recognized. A motion was made to accept to the members listed by Tim Frye and seconded by Linda Denno. Motion was approved. Joe recognized members leaving COP and passed out certificates of recognition.

ELL – Lidell Jacobson reported that she had gone to the PEL meeting in April which was an informational meeting on SAIS and reporting. There was a presentation from Harcourt, the feeling was that the meeting was not very substantive and that was brought to Mr. Horne's attention during the question and answer period earlier.

Assessment & Appeals – Linda Denno, reported the committee could not get ADE staff to not agree to a rubric but they agreed to look into indicating which portion of appeals would be successful. They made much more specific what the rules were. For instance, in substantive appeals, which used to be a nebulous thing, they listed specific examples of what would work and what wouldn't work which is very useful. This year at the assessment meeting provided better information before. Nancy alerted members that if they made an appeal at a school level be sure to include it in a district level. It is not always the same people who go over the school level appeals as the district appeals.

Joe added that the graduation numbers that have come out are lower than the internal counts. He has not gotten an answer yet why that is but recommended that they look at that information at their LEA.

Special Education – Tim Frye made a recommendation for the Deputy Associate of ESS, JoAnne Phillips be invited to COP to address issues of identifying Special Needs students during a 2006-2007 COP meeting.

District Improvement:

Nancy Konitzer reviewed the District Improvement information that was distributed at the March COP meeting. If members are interested they can contact Nancy and she will email links for additional information from other states on District Improvement. Nancy also discussed the ADE's Standards at a Glance handout, noting that any school can and should use this document, not just schools in improvement.

Michigan is chartering new territory, because NCLB does not address what happens to schools after schools have been restructured. Michigan has schools that have been restructuring for a couple of years; they had schools identified as schools in improvement under IASA. Reviewing the handout titled Michigan's School Improvement Framework; Nancy pointed out how Michigan structured their process, listing their standards with benchmarks for all 5 Strands. This is an excerpt from *Hope but No Miracle Cures: Michigan's Early Restructuring Lessons*. In dealing with District Improvement, Michigan has state laws that allow them more options than Arizona has.

School Improvement and District Improvement are intertwined, yet there are two extremes that Arizona deals with. We have districts in District Improvement that have no schools in School Improvement and districts that have schools that are under state and federal sanctions and are academically dysfunctional. A system needs to be developed that will address both extremes and everything between. Mr. Horne has asked the legislature to give authority to the State Department of Education to take control at the district level, for academic mismanagement. Currently the ADE only has authority for fiscal mismanagement and ADE had to get legislative authority for Colorado City. Federal law gives the direction that SEAs are to work with districts, state laws only allows us to work with schools. ADE will continue to work with legislature to give the state department authority to work with districts to match the direction from NCLB.

NCLB addresses what actions the SEA should take for an LEA identified for corrective action. It states that the SEA must:

1. Continue to ensure that the LEA is provided with technical assistance; and
2. Take at least one of the following corrective actions, as consistent with State Law:
 - Defer programmatic funds or reduce administrative funds;
 - Institute and fully implement a new curriculum based on State and local content and academic achievement standards that includes appropriate, scientifically research-based professional development for all relevant staff;
 - Replace LEA personnel who are relevant to the inability of the LEA to make adequate progress;
 - Remove individual schools from jurisdiction of the LEA and arrange for their public governance and supervision;
 - Appoint a receiver or trustee to administer the affairs of the LEA in place of the superintendent and school board; and/or
 - Abolish or restructure the LEA.

Currently the ADE legally can only do the first two options. If we focus on working with the districts on instructional practices and the technical assistance they provide their schools we will be on firm ground with what research shows.

Based on the effectiveness of the School Solution Teams, the idea of having a team that would go into a district using a rubric with Standards that states what practices make an effective district would be the first step. These Standards could be utilized by all districts as a self assessment tool whether they are in district improvement or not. Nancy asked the members to get familiar with the research on District Improvement and start thinking about some of things to be included in the designing the actual document.

A member asked how District Improvement applies to single site charters. Nancy explained that a single site charter is not identified for District Improvement. They just deal with School Improvement requirements; on the other hand, traditional districts with a single site could be identified for School Improvement and District Improvement.

Nancy mentioned that at the last National Title I meeting it was stated that the USED is not backing down on accountability issues with NCLB. There are 8 states that are being sanctioned on Teacher Quality Data. Arizona has been given a 1 year waiver to improve our Teacher Quality Data; ADE has developed a state plan to address the steps Arizona is taking to gather accurate Teacher Quality Data.

Definitions of a Title I School:

A Title I school that receives Title I funds is the easiest description. However, LEAs that have allocations but do not apply for funds until February or later causes quite a problem when ADE is trying to gather information on Title I schools. The once LEAs decide to apply for their funding and complete the Title I application the LEAs need to rank order their schools. LEAs may choose not to fund a school in the current year with Title I, this creates another situation in determining, if a school is eligible School Improvement Grant.

One solution that benefits both the LEA and ADE is allowing eligible LEAs to apply for their funding early. To be eligible LEAs must have their Consolidated Plans approved, their Pan Update accepted if applicable, in compliance with Cycle Monitoring documents, their Consolidated Report completed. Approximately 160 LEAs were eligible. The early option allows LEAs to receive their funding as early as August with an approved application. This will be based on preliminary allocations and when the final allocations LEAs will be notified of the final allocation and they can go in and amend their application if necessary. Nancy reminded members that if you have Affirmation of Private School Consultation to file they need to be filed before or with the application.

Another issue Academic Achievement is trying to resolve is how to deal with schools that move in and out of Title I due to LEAs administrative decision to apply for funds or their poverty level changes as census changes. Nancy mentioned she is also going to working with Title II-D and Title IV to set common deadlines and to inform LEAs if they do not apply must release funds.

The following suggestions came for COP members when asked by Nancy Konitzer for input on the following topics:

- The definition for Title I school:

- Receive Title I funds for past fiscal, and

- Eligible to receive Title I funds for current fiscal year.

- Declining the determination of a Title I school while eligible would require the following steps:

- Submitting a signed letter opting not to accept Title I funds, or

- Census changes determining a change of eligibility.

- Help for LEAs with the application process:

- Continue with the application process trainings that are currently going on.

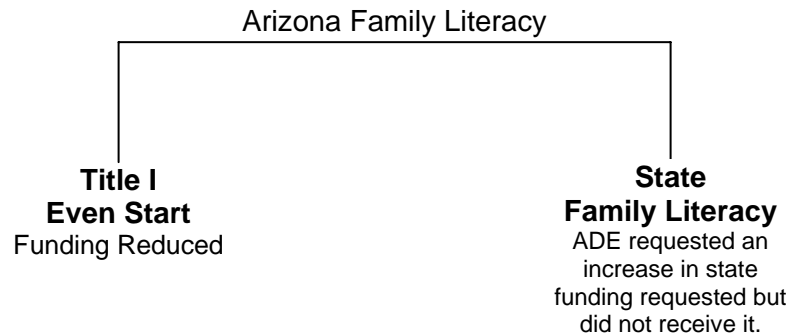
- Provide specific information on what is needed for description to help expedite the approval process.

Deadlines for Grant Applications:

The Early Option for an approved NCLB Consolidated Grant Application for Title I, II-A and V funds for eligible LEAs is June 30th for an August 1st payment. If the LEA did not get a notice of eligibility they can call to find out what deadline was missed to keep them from being eligible.

Even Start:

Nancy introduced Allison Landy, ADE's Even Start Coordinator. Even Start is going to receive funding 2007, there were 16 programs in 2006, due to reduction in funding there will be 15 programs for 2007. Allison explained that the Even Start program is under Arizona Family Literacy umbrella



ADE is looking at maintaining the level of state funding for 2007. Title I Even Start funding is eliminated in the President's 2008 budget or, if it is not eliminated it may be reduced further or stay at the current level. Regardless, if Arizona maintains the same level in 2008, there will be program cuts. For 2007, Arizona was able to use the carry forward to offset the reduction of federal funding for programs. ADE is expecting further cuts even with the reduction of funds but the feds want Arizona to maintain high quality programs. All of Arizona Family Literacy have high quality programs, Arizona programs exceed outcomes compared to the national averages.

Having to reduce amount of programs funded, ADE will have to fund programs based on the level of quality. It was strongly recommended to State Directors at their last meeting that all states should have a program assessment tool to measure outcomes in preschool children. Currently ADE is working on a developing a rubric for assessment of programs, working to redesign the state indicators to match the national indicators. Allison distributed a copy of the draft rubric and wanted input from COP. Allison provided her email address Allison.Landy@azed.gov inviting members to email her if they have additional items to address after the meeting.

Allison distributed a final draft copy of Guide to Quality: Even Start Family Literacy Program for members to review. The floor was open to questions.

Q. Will all elements be weighted same or could some of the elements that have greatest impact be weighted more?

A. *Allison thought it was a good idea and will take it back for consideration as they continue to work on the rubric.*

Q. Is there any data on the long term effect of the Even Start program on preschool children who participated in the program compared to children who had not?

A. *Allison did not know of any longitudinal data on children who participate in the Even Start program, however there is research that states that the level of parents education as the strongest predictor of student achievement. With Even Start not only are we educating the child we are also educating parents on how to be an advocate for the child. Arizona will be able to start tracking preschool children. For 2006-2007 preschool data will be entered into SAIS.*

Updates and Follow-up:

Nancy discussed the Alert from Title II on Highly Qualified that has been sent out concerning deadlines:

Schools that are in School Improvement and in year 1 are due June 9th.

- Principals will receive and email with a file to verify Highly Qualified data.

All other schools will be due in September.

This is part of the state plan for Highly Qualified and the 1 year waiver that Arizona received from USED on Highly Qualified Data collection. The HOUSSE rubric will sunset at the end of the 2006 school year. The implications of this are:

If a teacher is Highly Qualified by the HOUSSE Rubric and stays in the same area of qualifications even if they change schools, e.g. elementary classroom to another school in an elementary classroom and if the new school accepts the HOUSSE Rubric they will keep their Highly Qualified status. All teachers must be appropriately certified.

Any teacher being newly hired will have to take the tests if required and have the appropriate certification.

Any teacher that changes position from elementary to middle school the HOUSSE rubric will not apply. They will need to qualify for their new position by being appropriately certified by having 24 hours or taking the test of the subject they will be teaching.

A crosswalk is available on the ADE website. If there are any questions, members can call Patty Hardy at 602-542-3626. It was suggested that Patty come to the September COP meeting.

Nancy previewed the new NCLB Consolidated Budgeting Form that is goes along with the application for members. LEAs can download the Form found in applications downloads and is to be used with the application. When completed, the Form needs to be emailed to: NCLBconapp@azed.gov when they send in the application The directions on how to submit are on the instructions page.

Other Items:

The Consolidated Plan is being revised for new LEAs applying for first time Title I funds, it will be updated with new student data. Existing LEAs need to get their Final Consolidated Plan approved; if it is approved, LEAs need to complete the Consolidated Plan Update #1.

It was announced the COP member Jacquelyn Power just been notified that she has been selected as a Fulbright Scholar. There will be an administrative exchange with William Byrd Primary School in Middlesex in London England. Jacquelyn will go to Middlesex in October, then in January 2007 Hilary Buckland who is the Assistant Headmaster at William Byrd will be visiting Jacquelyn at Akimel O'Otham Pee Posh schools.

Joe O'Reilly asked members what their thoughts were on Mr. Horne's position on the exception of ELL that prevented Arizona being considered in participating AYP Growth Model. NCLB includes ELL scores after 1 year and can be tested in their home language, where Arizona is legally required to test all students English. A straw poll was taken of members on whether members would rather have participated in the growth model including ELL scores after 1 year vs. after 2 years. It was unanimous for Arizona participating in the growth model with including the ELL scores after 1 year. Joe asked Nancy to let Mr. Horne know of COP's input.

Joe O'Reilly recognized his fellow Co-Chair Mary McIntyre for her years of commitment and wished her well in her retirement. Mary said a few words of fare well.

Meeting adjourned at 2:00 p.m.